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CHINESE LANGUAGE AND CULTURE 10–20–30

RATIONALE

The value for Canadian society as a whole of learning the Chinese language[1] is significant and can be summarized as follows. Learning Chinese leads to:

- increased awareness of and sensitivity to cultural and linguistic diversity
- improved potential in the Canadian and global marketplace and workplace
- enhanced role in the international community.

Apart from the common advantages related to the learning of any international language, the learning of Chinese permits an insight into the rich and varied cultures developed in the Chinese-speaking world and bestows more opportunity to communicate directly with its people. The learning of Chinese, as any other language, develops awareness of and sensitivity to cultural and linguistic diversity. In addition to preserving cultural identity, it is also a means of cultural enrichment and is the best means of fostering understanding and respect among peoples and countries. Furthermore, it gives the opportunity to [redacted], question and challenge one's own [redacted]l assumptions, values and perspectives and [redacted]bute positively to society. These are [redacted]ts that can be gained by all students of [redacted]se, regardless of their background or [redacted]ge.

For those students who already have some knowledge of the Chinese language or a family connection to the culture, learning Chinese offers an opportunity to renew contact with their language and culture. For some, it may contribute to developing and maintaining literacy.

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize, to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

In today's world, the knowledge of a second language and culture in general, and Chinese in particular, is an economic advantage for the individual, providing language skills that enable people to communicate and interact effectively in the global society.

The Chinese Language and Culture 10–20–30 program is intended for students who are beginning their study of Chinese language and culture in senior high school.

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[1] [redacted]ese is also commonly referred to as Guoyu, Hanyu, Huayu, Mandarin, Putonghua or Zhongwen.

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CHINESE LANGUAGE AND CULTURE 10–20–30

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ASSUMPTIOI

ıs to develop intercultural
rticular focus on Chinese

The following statements are assumptions that have guided the development of the Chinese Language and Culture 10–20–30 Program of Studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Chinese as a second language enhances the student's primary language as well as cognitive development and knowledge acquisition. This is true of children who come to the class with some knowledge of Chinese and develop literacy skills in that language. It is also true for children who have no knowledge of Chinese, and who are learning it as a second or additional language.

THE CONCEPTUAL MODEL

The aim of the Chinese Language and Culture 10–20–30 Program of Studies is the development of communicative competence in Chinese.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Strategies help students learn and communicate more effectively and more efficiently.

culture.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, making others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no

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opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

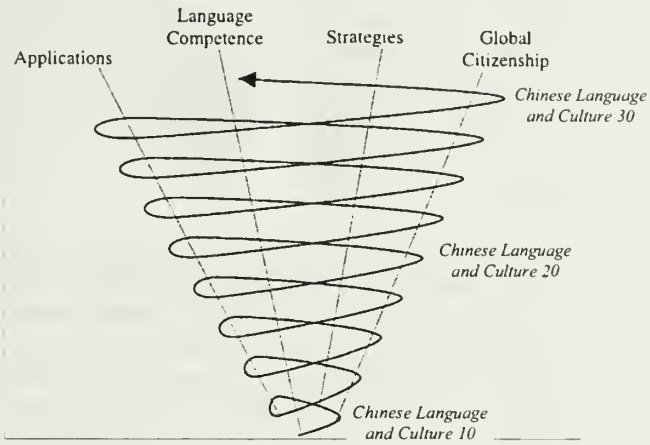
Lexical Fields

In the Chinese Language and Culture 10–20–30 Program of Studies, students will be able to use words and expressions in a range of lexical fields, including:

Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
• school • self • food • family • holidays • any other lexical fields that meet the needs and interests of the students	• weather • clothing • daily life • entertainment • leisure activities • any other lexical fields that meet the needs and interests of the students	• travel • health and safety • arts and literature • media and technology • curricular activities • any other lexical fields that meet the needs and interests of the students

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the Chinese Language and Culture 10–20–30 Program of Studies and are based on the conceptual model outlined on the preceding pages.

Applications

- Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

Language Competence

- Students will use Chinese **effectively** and **competently**.

Strategies

- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

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Global Citizenship

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown as bullets in the chart on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular course will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

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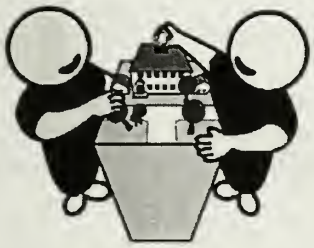
General Outcomes

Applications



Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

- to receive and impart information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- to pursue imaginative purposes and personal enjoyment

Language Competence

Students will use Chinese **effectively** and **competently**.

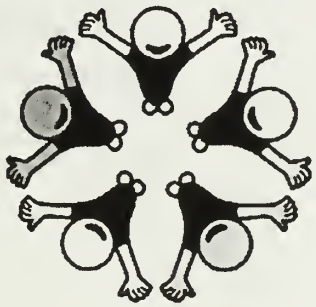
- interpret and produce texts
- attend to form
- apply knowledge of the sociocultural/ sociolinguistic context
- apply knowledge of how discourse is organized, structured and sequenced

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- language learning
- language use
- general learning

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- historical and contemporary elements of Chinese culture
- affirming and valuing diversity
- personal and career opportunities

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Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

cluster heading for specific outcomes

LC–4 apply knowledge of how discourse is organized, structured and sequenced

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
LC–4.1 cohesion/coherence	a. link words, phrases and simple sentences using basic connectors	a. link several sentences coherently; e.g., chronologically b. use common conventions to structure texts	a. organize texts using common patterns; e.g., cause and effect b. recognize simple referents within texts; e.g., pronouns, demonstratives c. organize texts to indicate steps in a procedure or directions to follow
LC–4.2 text forms	a. experience a variety of oral text forms b. recognize some simple oral and written text forms	a. recognize a variety of oral and written text forms; e.g., invitations, messages b. use some simple text forms in their own productions	a. use knowledge of text forms to enhance comprehension and production of texts
LC–4.3 patterns of social interaction	a. initiate and respond to social interaction patterns; e.g., question–answer	a. use simple conventions to open and close conversations and to manage turn-taking b. initiate interactions and respond using simple social interaction patterns; e.g., statement–agreement/disagreement–reaction	a. initiate interactions and respond using a variety of simple social interaction patterns; e.g., routine telephone calls

read each page vertically for outcomes expected at the end of each course

strand headings for specific outcomes

specific outcome statements for each course

read each page horizontally for developmental flow of outcomes from course to course

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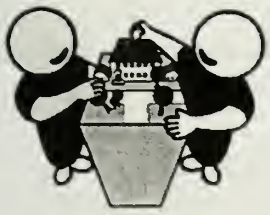

Applications

to express emotions and personal perspectives

to receive and impart information

to get things done

Students will use Chinese in a variety of situations and for a variety of purposes.

to form, maintain and change interpersonal relationships

to pursue imaginative purposes and personal enjoyment

to extend their knowledge of the world

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APPLICATIONS

The specific learning outcomes under the heading Applications deal with **what** the students will be able to do with the Chinese language, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Chinese language knowledge and skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The cluster of strands under the heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Chinese language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific learning outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
A–1.1 share factual information	a. identify concrete people, places and things b. ask for and provide basic information c. respond to simple, predictable questions	a. ask for and provide information on a range of familiar topics b. describe people, places, things and series or simple sequences of events or actions	a. provide information on several aspects of a topic; e.g., give a simple report b. understand and use definitions, comparisons and examples

A–2 to express emotions and personal perspectives

Students will be able to:

A–2.1 share ideas, thoughts, opinions, preferences	a. express a personal response and simple preferences b. identify favourite people, places and things	a. express a personal response to a variety of situations b. inquire about and express likes and dislikes c. record and share thoughts and ideas with others d. indicate degree of preference	a. inquire about and express agreement/disagreement, approval/disapproval, interest/lack of interest, satisfaction/dissatisfaction
A–2.2 share emotions, feelings	a. respond to and express emotions and feelings	a. inquire about, express and respond to a variety of emotions and feelings	a. inquire about and express emotions and feelings in a variety of familiar contexts b. compare the expression of emotions and feelings in a variety of informal situations

General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
A–3.1 guide actions of others	a. indicate basic needs and wants b. give and respond to simple oral instructions or commands c. suggest a course of action and respond to a suggestion	a. make and respond to a variety of simple requests b. seek, grant or withhold permission c. relay simple messages d. encourage or discourage others from a course of action e. give and follow a simple sequence of instructions	a. make and respond to suggestions in a variety of situations b. give and respond to advice and warnings
A–3.2 state personal actions	a. respond to invitations and instructions b. ask or offer to do something	a. express a desire to do something b. make and respond to invitations c. inquire about and express ability and inability to do something d. indicate choice from among several options	a. state personal actions in the past, present and future b. express intention in a variety of situations
A–3.3 manage group actions	a. manage turn-taking b. ask for help with or clarification of what is being said or done in the group	a. participate independently in small-group activities b. encourage other group members to participate	a. express agreement/ disagreement and give reasons

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes.**

A–4 to form, maintain and change interpersonal relationships

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
A–4.1 manage personal relationships	a. exchange greetings and farewells	a. apologize	a. initiate and participate in casual exchanges with classmates
	b. address a new acquaintance	b. refuse politely	b. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages
	c. introduce themselves	c. talk about themselves	
	d. exchange some basic personal information; e.g., name, age	d. respond to others	
	e. initiate relationships	e. make and break social engagements	

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
A–5.1 discover and explore	a. investigate the immediate environment	a. make and talk about personal observations b. explore classification systems and criteria for categories c. discover relationships and patterns	a. ask questions to gain knowledge and clarify understanding b. explore meaning in a variety of ways; e.g., draw a diagram, make a model, rephrase
A–5.2 gather and organize information	a. gather simple information b. organize items in different ways c. sequence items in different ways	a. gather information b. compare and contrast items in simple ways c. compose simple questions to guide research d. record observations	a. gather information from a variety of resources b. organize and manipulate information c. identify sources of information
A–5.3 solve problems	a. experience problem-solving situations in the classroom b. choose between alternative solutions	a. identify a problem, then propose solutions	a. describe a problem, then propose solutions
A–5.4 explore opinions and values	a. listen attentively to expressed opinions b. respond sensitively in basic ways to the ideas and products of others c. make connections between behaviour and values	a. express personal views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience c. recognize differences of opinion	a. explore how values influence behaviour

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 to pursue imaginative purposes and personal enjoyment

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun; e.g., learn simple riddles, jingles and songs	a. use the language for fun and to interpret humour at a simple level; e.g., simple, amusing texts	a. use the language for fun and to interpret and express humour in simple ways
A–6.2 creative/aesthetic purposes	a. use the language creatively	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

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Language Competence

interpret and produce texts

attend to form

Students will use Chinese effectively and competently.

apply knowledge of the sociocultural/sociolinguistic context

apply knowledge of how discourse is organized, structured and sequenced

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LANGUAGE COMPETENCE

Language competence is a broad term which includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence and what might be called textual competence. The specific learning outcomes under Language Competence deal with knowledge of the Chinese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings on the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements.

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Chinese language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out this task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given reality of mixed usage, students will **not** be penalized for using of traditional forms.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 interpret and produce texts

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
LC–1.1 aural comprehension	a. understand the meaning of simple sentences and short, simple texts, in guided situations	a. understand the meaning and some supporting details of short, simple texts on familiar topics, in guided situations	a. understand the main point and specific details of texts on familiar topics, in guided and unguided situations
LC–1.2 reading comprehension	a. recognize some basic characters[2] b. understand simple sentences and the meaning of short, simple texts, in guided situations	a. recognize and interpret basic characters[2] b. understand the meaning and some supporting details of short, simple texts on familiar topics, in guided situations	a. recognize and interpret a range of basic characters[2] b. understand the main point and specific details of texts on familiar topics, in guided and unguided situations
LC–1.3 visual interpretation	a. derive meaning from visuals and other forms of non-verbal communication, in guided situations	a. derive meaning from the visual elements of a variety of media, in guided situations	a. derive meaning from multiple visual elements in a variety of media related to familiar topics
LC–1.4 oral production	a. produce simple phrases and short sentences, using familiar structures, in guided situations	a. produce short, simple texts, in guided and unguided situations	a. produce a variety of short, simple texts, in guided and unguided situations
LC–1.5 interactive fluency	a. interact, using a combination of words, phrases and simple sentences, in familiar situations	a. engage in simple interactions, using phrases and sentences	a. initiate and manage short, simple interactions with ease, with pauses for planning and repair

(continued)

2. The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 interpret and produce texts

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
LC–1.6 written production	a. produce short, simple written texts, using familiar structures, in a variety of guided situations[3]	a. produce simple written texts on familiar topics, in a variety of guided situations[3]	a. produce written texts, in a variety of guided and unguided situations[3]
LC–1.7 representation	a. use a variety of visuals and other forms of non-verbal communication to express meaning, in guided situations	a. express meaning through the use of visual elements in a variety of media, in guided situations	a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations

3. The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 attend to form

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
LC–2.1 phonology	a. distinguish and produce sounds and tones of Chinese in guided situations, using the Pinyin system[4]	a. identify and produce the sounds and tones of Chinese using the Pinyin system[4] b. use Pinyin to learn to pronounce new characters[4]	a. produce the sounds and tones of Chinese consistently, using the Pinyin system[4] b. use Pinyin independently to pronounce new characters[4]
LC–2.2 orthography	a. recognize the structure of Chinese characters b. apply basic stroke order in modelled situations[4]	a. apply general rules of stroke order b. recognize the most commonly used radicals in Chinese characters[4]	a. apply rules of radicals consistently to learn new characters b. apply stroke order consistently[4]
LC–2.3 lexicon	a. use a repertoire of words and phrases in familiar contexts within a variety of lexical fields, including: • school • self • food • family • holidays • any other lexical fields that meet the needs and interests of the students	a. experiment with and use vocabulary and expressions in familiar contexts within a variety of lexical fields, including: • weather • clothing • daily life • entertainment • leisure activities • any other lexical fields that meet the needs and interests of the students	a. use a range of vocabulary and expressions in familiar contexts within a variety of lexical fields, including: • travel • health and safety • arts and literature • media and technology • curricular activities • any other lexical fields that meet the needs and interests of the students

(continued)

4. The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will not be penalized for using traditional forms.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

(continued)

LC–2 attend to form

Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30

Students will be able to:

a. recognize and use, in modelled situations,[5] the following grammatical elements: .....

LC–2.4 grammatical elements

Interrogative Words
- 怎么
- 什么时候
- 哪年
- 多少

在 in Various Situations
- e.g.,他在看书。
  尺在桌子上面。
  我在书房做功课。

了 in Various Situations
- e.g.,好了, 好了!
  我吃饭了。
  你长高了。

会 as Indication of Future Action
- Subject + 会 + Verb

Transitional Words
- ...可是...
- ...但是...
- ...不过...

Negation Within a Sentence
- 不
  e.g.,不去
- 没(有)
  e.g., 没去

Auxiliary Verbs
- 会 as indication of ability
- 可以

Sentence Structures
- Time + Subject + Place + Verb + Object
- Subject + Time + Place + Verb + Object
- Time + Subject + (Place) + Verb + Duration + (Object)

Additional Sentential Conjunctions (Bound Expressions)
- 当/在...的时候
- 不但...而且, 又...又
- 要是...就..., 一...就
- 虽然...可是/但是

Measure Words for Common Nouns
- 个、只、条、本、张、件、双

Comparative Structures
- 比
- 更
- 比较

Expression of Choice
- 或者 in a statement
- 还是 in a question

Adverbs
- 又
- 再

Additional Sentential Conjunctions (Bound Expressions)
- 一边/面...一边/面
- 除(了)...以/之外
- 如果/假如...就..., 万一
- 不是...就是...
- 以为...其实...
- 只要...就...

Measure Words for Actions
- 次
- 趟

Percentage and Fractional Expressions
- ...分之...
- 其中之...

Passive Voice
- 被
- 让
- 叫
- 给

Adverbial Modifier
- 地

Past Action
- the difference between 了 and 过

Auxiliary Verbs
- 能

(continued)

5. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

(continued)

LC–2 attend to form

Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30

Students will be able to:

b. use, in structured situations,[6] the following grammatical elements:

LC–2.4 grammatical elements

Sentence Structures
- Subject + Time + Verb + (Object)
- Time + Subject + Verb + (Object)

的 Structures
- Adjective + 的
- Noun/pronoun + 的

也 and 都
- Subject + 也 + Verb
- Subject + 也都 + Verb
- Subject + 都 + Verb

得 Used After Verbs to Introduce Complements of Manner or Result
- e.g., 她吃得很多。
  他写字写得很好。

Interrogative Forms
- 吗 questions
- Question-word questions
  怎么、什么时候、哪年、多少
- Affirmative–negative, Adjective + 不 + Adjective
- Verb + 不 + Verb

Interrogative Words
- 怎么
- 什么时候
- 哪年
- 多少

在 in Various Situations
- e.g., 他在看书。
  尺在桌子上面。
  我在书房做功课。

了 in Various Situations
- e.g., 好了, 好了!
  我吃饭了。
  你长高了。

Auxiliary Verbs
- 会 as indication of ability
- 可以

会 as Indication of Future Action

Transitional Words
- ...可是...
- ...但是...
- ...不过...

Negation Within a Sentence
- 不
  e.g., 不去
- 没(有)
  e.g., 没去

Sentence Structures
- Time + Subject + Place + Verb + Object
- Subject + Time + Place + Verb + Object
- Time + Subject + (Place) + Verb + Duration + (Object)

Additional Sentential Conjunctions (Bound Expressions)
- 当/在...的时候
- 不但...而且, 又...又
- 要是...就..., 一...就
- 虽然...可是/但是

Measure Words for Common Nouns
- 个、只、条、本、张、件、双

Comparative Structures
- 比
- 更
- 比较

会 as Indication of Future Action
- Subject + 会 + Verb

Expression of Choice
- 或者 in a statement
- 还是 in a question

Adverbs
- 又
- 再

(continued)

6. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

(continued)

LC–2 attend to form

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
	c. use, independently and consistently,[7] the following grammatical elements:		
LC–2.4 grammatical elements	**Basic Sentence Structures** – Subject + Verb + Object – Subject + 很 + Adjective – Subject + 是 + Noun **Basic Interrogative Forms** – 吗、谁、几、什么 – 哪、多大 – 是不是 – 有没有 **Basic Measure Words** – 只、个、条、本 **Basic Negative Words** – 不 – 没 **的 as Possessive** **The Conjunction 和**	**Sentence Structures** – Subject + Time + Verb + (Object) – Time + Subject + Verb + (Object) **的 Structure** – Adjective + 的 – Noun/pronoun + 的 **也 and 都** – Subject + 也 + Verb – Subject + 也都 + Verb – Subject + 都 + Verb **得 Used After Verbs to Introduce Complements of Manner or Result** – e.g., 她吃得很多。 他写字写得很好。	**Interrogative Forms** – 吗 questions – Question-word questions 怎么、什么时候, 哪年, 多少 – Affirmative–negative, Adjective + 不 + Adjective – Verb + 不 + Verb **Interrogative Words** – 怎么 – 什么时候 – 哪年、多少 **在 in Various Situations** – e.g., 他在看书。 尺在桌子上面。 我在书房做功课。 **了 in Various Situations** – e.g., 好了, 好了! 我吃饭了。 你长高了。 **Auxiliary Verbs** – 会 as indication of ability – 可以 **会 as Indication of Future Action** **Transitional Words** – ...可是... – ...但是... – ...不过... **Negation Within a Sentence** – 不 e.g., 不去 – 沒(有) e.g., 没去

Note: Grammatical elements that students are expected to use independently and consistently are not repeated in later courses. They are to be maintained for the duration of the students' programming.

7. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural/sociolinguistic context

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
LC–3.1 register	a. recognize formal and informal situations	a. recognize and use formal and informal language in familiar situations	a. identify and use socially appropriate language in specific situations
LC–3.2 idiomatic expressions	a. understand and use some simple idiomatic expressions as set phrases	a. understand and use some learned idiomatic expressions to enhance communication in guided situations	a. use learned idiomatic expressions to enhance communication
LC–3.3 variations in language	a. experience a variety of voices b. acknowledge individual differences in speech	a. accept individual differences in speech b. experience a variety of accents	a. be aware of some common regional variations in language b. be aware of some influences on language resulting in variation; e.g., age, gender
LC–3.4 social conventions	a. imitate simple, routine social interactions; e.g., greetings b. use basic social expressions appropriate to the classroom c. use basic politeness conventions	a. use basic forms and conventions of politeness in guided and unguided situations b. use appropriate oral forms of address in guided and unguided situations	a. recognize and use basic social conventions in everyday interactions
LC–3.5 nonverbal communication	a. understand some common nonverbal behaviours in familiar contexts; e.g., etiquette, table manners	a. understand and use some common nonverbal behaviours in familiar contexts; e.g., length of eye contact	a. understand and use common nonverbal behaviours in a variety of contexts; e.g., norms of personal space b. recognize that some nonverbal behaviours may be inappropriate in certain contents

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
LC–4.1 cohesion/coherence	a. link words, phrases and simple sentences using basic connectors	a. link several sentences coherently; e.g., chronologically b. use common conventions to structure texts	a. organize texts using common patterns; e.g., cause and effect b. recognize simple references within texts; e.g., pronouns, demonstratives c. organize texts to indicate steps in a procedure or directions to follow
LC–4.2 text forms	a. experience a variety of oral text forms b. recognize some simple oral and written text forms	a. recognize a variety of oral and written text forms; e.g., invitations, messages b. use some simple text forms in their own productions	a. use knowledge of text forms to enhance comprehension and production of texts
LC–4,3 patterns of social interaction	a. initiate and respond to social interaction patterns; e.g., question–answer	a. use simple conventions to open and close conversations and to manage turn-taking b. initiate interactions and respond using simple social interaction patterns; e.g., statement–agreement/ disagreement–reaction	a. initiate interactions and respond using a variety of simple social interaction patterns; e.g., routine telephone calls

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Strategies

language learning

language use

Students will know and use strategies to maximize the effectiveness of learning and communication.

general learning

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STRATEGIES

Under the Strategies heading are specific learning outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands which show the development of awareness and skill in using strategies from course to course. Each strand deals with a specific category of strategies. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

COMPREHENSIVE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs to practise new vocabulary or sentence patterns, or to learn Pinyin
- imitate sounds, tones and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeatedly write out or say words or phrases in a variety of contexts
- make personal dictionaries
- experiment with various elements of Chinese
- use mental images to remember new information
- group together sets of things (word formations, sentence structures, vocabulary words and phrases) with similar characteristics
- identify similarities and differences between aspects of Chinese and own language
- look for patterns and relationships, such as grouping radicals
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Chinese or in own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological or other learning aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe

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- perceive and note down unknown words and expressions, noting also their context and function
- take lesson notes and review them
- memorize stroke order and direction of strokes through repetition
- make and use personal flashcards
- use cues given by the teacher to determine the appropriate tone for a specific word

Metacognitive
- check copied writing for accuracy
- make choices about how to learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or look for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more that are particularly useful personally
- be aware of the potential of learning through direct exposure to the Chinese language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive
- use words from first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Chinese
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when something is not understood
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct

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- use a range of fillers, hesitation and slowing devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- self-correct if errors lead to misunderstanding

Interpretive

- attend to gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is anticipated to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- focus on parts of a character, such as the radical or sound element, to guess the meaning and/or pronunciation of a word

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary or other language structures
- use familiar repetitive patterns to compose oral or written texts (stories, songs, rhymes, familiar classroom routines/phrases/patterns)
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, such as personal and commercial dictionaries, checklists, grammars, teachers
- take notes when reading or listening to assist in producing own text
- proofread and edit the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing
- combine previously learned language elements with new language elements to produce new oral and written texts

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks

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- write down key words and concepts in abbreviated form (verbal, graphic or numerical) to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and individual learning style
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud	a. identify and use cognitive strategies to enhance language learning; e.g., find information, using reference materials, such as dictionaries, textbooks and grammars; group together sets of things, (word formations, sentence structures, vocabulary words and phrases) with similar characteristics	a. select and use cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones; use induction to generate rules governing language use
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., check copied writing for accuracy; listen or look for key words	a. identify and use metacognitive strategies to enhance language learning; e.g., evaluate own performance or comprehension at the end of a task	a. select and use metacognitive strategies to enhance language learning; e.g., know how strategies may enable coping with texts containing unfamiliar elements
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text	a. identify and use social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning	a. select and use social and affective strategies to enhance language learning; e.g., be willing to take risks and to try unfamiliar tasks and approaches

Further examples of language learning strategies are available on pages 26 and 27.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
S–2.1 interactive	a. use simple interactive strategies, with guidance, to enhance language use; e.g., indicate lack of understanding verbally or nonverbally	a. identify and use interactive strategies to enhance language use; e.g., ask for clarification or repetition when something is not understood	a. select and use interactive strategies to enhance language use; e.g., use other speakers' words in subsequent conversations
S–2.2 interpretive	a. use simple interpretive strategies, with guidance, to enhance language use; e.g., use illustrations to aid reading comprehension	a. identify and use interpretive strategies to enhance language use; e.g., use knowledge of the sound–symbol to aid reading comprehension	a. select and use interpretive strategies to enhance language use; e.g., prepare questions or a guide to note down information found in a text
S–2.3 productive	a. use simple productive strategies, with guidance, to enhance language use; e.g., copy what others say or write; use words that are visible in the immediate environment	a. identify and use productive strategies to enhance language use; e.g., use knowledge of sentence patterns to form new sentences	a. select and use productive strategies to enhance language use; e.g., use resources to increase vocabulary or other language structures

Further examples of language use strategies are available on pages 27 and 28.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., connect what is already known with what is being learned	a. identify and use cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form (verbal, graphic or numerical) to assist with performance of a learning task	a. select and use cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., discover how own efforts can affect learning	a. identify and use metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task	a. select and use metacognitive strategies to enhance general learning; e.g., manage own physical working environment
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning; e.g., seek help from others	a. identify and use social and affective strategies to enhance general learning; e.g., be encouraged to try, even though mistakes might be made	a. select and use social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks

Further examples of general learning strategies are available on pages 28 and 29.

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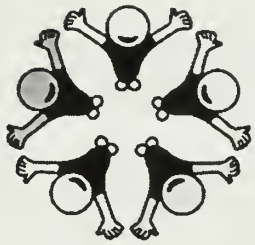
Global Citizenship



historical and contemporary elements of Chinese culture

affirming and valuing diversity

Students will acquire the knowledge, skills and attitudes to be effective global citizens.

personal and career opportunities

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GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, attitudes and skills needed to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of Global Citizenship are grouped under three cluster headings: "historical and contemporary elements of Chinese culture," "affirming and valuing diversity" and "personal and career opportunities." Each strand deals with a single aspect of intercultural competence.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Rather than simply developing a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information on culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with these new elements effectively and appropriately.

The "affirming and valuing diversity" heading covers knowledge, skills and abilities that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may be from a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
GC–1.1 gaining/applying knowledge cultural knowledge	a. ask questions, using English, about elements of Chinese culture experienced in class b. make observations of Chinese culture	a. seek out information about Chinese culture from various sources b. compare and make connections between some elements of Chinese culture and own culture	a. formulate questions about elements of Chinese culture; e.g., patterns of behaviour or interaction typical of people their own age b. use basic research skills to find out about Chinese culture
GC–1.2 knowledge of Chinese culture	a. participate in activities and experiences that reflect elements of Chinese culture	a. identify some things they have in common with Chinese people b. explore some elements of Chinese culture	a. explore and identify some elements of Chinese culture; e.g., key historical events and their influence on contemporary ways of life and cultural values
GC–1.3 applying cultural knowledge	a. identify elements of Chinese culture in the classroom, school and community	a. identify commonalities and differences between Chinese cultures and own culture b. apply knowledge of Chinese culture to interpret commonalities and differences	a. apply knowledge of elements of Chinese culture in interactions with people and texts, and to interpret cultural behaviour that is different from their own
GC–1.4 diversity within Chinese culture	a. experience diverse elements of Chinese culture b. identify some elements that reflect diversity within Chinese culture	a. identify commonalities and differences among diverse groups within Chinese culture b. apply knowledge of Chinese culture to interpret commonalities and differences	a. apply knowledge of diverse elements of Chinese culture in interactions with people and texts
GC–1.5 valuing the culture	a. participate in cultural activities and experiences	a. identify similarities between themselves and Chinese people b. express an interest in learning about Chinese people and Chinese culture	a. choose to participate in and contribute to activities and experiences that reflect Chinese culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming and valuing diversity

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
GC–2.1 awareness of first language	a. recognize similarities between own first language and Chinese	a. identify similarities and differences between own first language and Chinese; e.g., different social conventions	a. compare oral and written aspects of own first language and Chinese
GC–2.2 general language knowledge	a. explore the variety of languages spoken by their classmates and members of their community b. identify differences and similarities between different languages within their personal experience	a. recognize that, within a linguistic group, people from different regions may use differing pronunciation, vocabulary and structures b. recognize that in any language there are different words for the same thing	a. recognize that languages can be grouped into families based on common origins b. explore how and why languages borrow from one another
GC–2.3 awareness of own culture	a. explore and recognize similarities between own culture and other cultures	a. recognize and identify similarities and differences between own culture and Chinese culture	a. identify some influences on the development of their own personal cultural identity
GC–2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures b. recognize that a variety of cultural practices are followed by their classmates and different groups in their community	a. recognize that culture is expressed through a variety of forms b. recognize that speakers of the same language may come from different cultural backgrounds	a. recognize that within any culture there are important differences in the way people speak and behave b. recognize some of the factors that affect the culture of a particular region
GC–2.6 valuing diversity	a. work and interact with others who are different	a. engage in activities that reflect other ways of doing things or other perspectives b. identify the limitations of adopting a single perspective	a. seek knowledge about other languages and cultures b. recognize and acknowledge different perspectives
GC–2.6 intercultural skills	a. recognize factors that contribute to intercultural communication; e.g., language, gestures, body language, perspectives	a. listen attentively to the opinions of others b. recognize that there are various ways of dealing with linguistically and culturally unfamiliar situations	a. explore various strategies for interpersonal communication with people from different cultures

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

	Chinese Language and Culture 10	Chinese Language and Culture 20	Chinese Language and Culture 30
	Students will be able to:		
GC–3.1 Chinese language and culture	a. suggest some reasons for learning Chinese b. identify some places that they could visit where Chinese is spoken	a. identify some personal uses they have made of their knowledge of the Chinese language and culture b. identify some careers for which knowledge of Chinese is useful	a. explore opportunities for further studies, careers, personal enjoyment or personal growth related to the Chinese language and culture
GC–3.2 cultural and linguistic diversity	a. explore and identify reasons for learning languages and learning about world cultures	a. identify some contexts and situations for which knowledge of different languages and cultures would be an asset	a. explore opportunities for further studies, careers, personal enjoyment or personal growth related to learning languages and learning about world cultures

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